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ABSTRACT

This guide, intended for middle and high school classes, is interdisciplinary in approach and appropriate for civics, language arts, drama, social studies, science, personal development, and business courses. The material is based on and intended for use with the "Biography" television documentary series. The guide includes four lesson types. In "Working with Biography," students learn how to write a resume based on an individual featured in the "Biography" programming. "Taking a Stand with Biography" focuses on public speaking, research, and composition skills. "Character and Biography" focuses on personal development and learning about the characteristics and leadership skills of successful people. The "Civics and Biography" project seeks to link students to local community government representatives. (BT)

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# Biography: Experience It.
# Teacher's Manual for Grades 6-12.

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# Biography®

## EXPERIENCE IT!

USING *BIOGRAPHY* TO INSPIRE YOUR STUDENTS

A&E NETWORK

TEACHER'S MANUAL FOR GRADES 6–12

THE UNITED STATES CONFERENCE OF MAYORS



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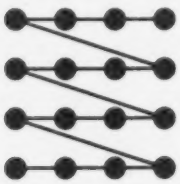
# ✳ COMMUNICATION.

## THE ANTI-DRUG.

A positive relationship cannot exist without communication. Research shows that kids believe they have valuable things to say. When mentors ask them and listen genuinely, **it helps build self-esteem and confidence.** Also it demonstrates that you support their burgeoning independence as well as their ability to make intelligent decisions. The important thing to remember about drugs is that **it's not a five minute talk. It's a dialogue.** As kids grow, they will need more information relevant to their exposure. In general, smoking marijuana is harmful. The younger a kid is, the more it may be. Research shows that people who smoke it before age 15 **are 7 times more likely to use other drugs.** It also shows that people who didn't smoke marijuana by age 21 were more likely to never smoke it. For more information, visit www.theantidrug.com or call 800.788.2800.



Communication is connection. During their teenage years, kids are exposed to an ever widening variety of people and influences. Know their friends and their routines. Tell your kids that you care about them. Praise them when they do well, no matter how small the accomplishment. Stay connected.

**Getting to know kids and staying involved with them is one of the most effective drug deterrents.** Through their teenage years, this is not always easy. Even still, research shows that kids still want this to happen, even as they are exploring and growing into their own individuality. One way to do this is to set dates to do things together and plan routine activities where you can catch up. This message is brought to you by the Office of National Drug Control Policy/Partnership for a Drug-Free America®.

Biography®
EXPERIENCE IT!

A&E NETWORK®

Improving the quality of public education in this nation's cities is a high priority for The U.S. Conference of Mayors. A quality education system contributes to economic vitality in many ways. Good schools encourage stable families to stay in cities. They make it possible for students to enter the work force and pursue further education. They contribute to safety and security in neighborhoods.

Through the partnership that has been formed by the U.S. Conference of Mayors and A&E Television Networks, mayors are equipped to make direct contributions to the curriculum in their schools and to help students prepare themselves for future careers. The *BIOGRAPHY®: EXPERIENCE IT!* materials that A&E is making available also give mayors an opportunity to help middle and high school students better understand their city government and their role as citizens.

The Conference appreciates A&E's willingness to work directly with mayors to enrich the school experience for our students. We hope all mayors can participate fully in this partnership.

tom cochran

**J. Thomas Cochran**
Executive Director
The U.S. Conference of Mayors

We have designed *BIOGRAPHY®: EXPERIENCE IT!* to be used by different groups of people. The first two pages are an introduction to the program, so that representatives from mayors' offices, local cable companies, and participating schools can familiarize themselves with the highlights of the program. The following sections are designed to be used by teachers in their classrooms. The materials may be photocopied for students' use. Because every class of students is unique, teachers may wish to modify our study guides, or use them as guidelines in their approach to the subject. We believe that individual teachers know what works best in their classrooms. So—to all you educators—feel free to use these materials in what you judge to be the most effective manner.

The most important goal of this program is to provide high-quality enrichment material to our public schools on a complimentary basis. We are especially interested in teacher feedback, so that we can keep improving this program. Please write or call us if you have comments or suggestions.

Libby H. O'Cll

**Libby Haight O'Connell, Ph.D.**
Vice President,
Educational Initiatives
A&E Network

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Special thanks to Kathy Bruni and Omar Souman at the Butler Junior High School in Oak Brook, Illinois, and to Terry Haight at Lake Forest Country Day School, Lake Forest, Illinois for their help on this project.



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# introduction & description

## Introduction

*BIOGRAPHY: EXPERIENCE IT!* is an educational outreach project, developed by A&E Network, that links mayors' offices, schools, and cable operators together through a multi-faceted, positive program. Designed to strengthen community relationships and enrich the curriculum, *BIOGRAPHY: EXPERIENCE IT!* brings diverse, exciting, educational activities to teachers, with printed and video materials.

In response to the feedback from teachers around the country, A&E has developed a special focus on its award-winning *BIOGRAPHY* series for middle and high school students. This is an interdisciplinary approach to learning, appropriate for use in civics, language arts, drama, social studies, science, personal development, and even business courses. Entitled *BIOGRAPHY: EXPERIENCE IT!*, this community outreach program gives civic leaders a chance to tie in to their schools by offering a range of activities and projects, with the help of A&E Network and local cable operators. The program includes "Working with *BIOGRAPHY*," "Taking a Stand with *BIOGRAPHY*," "Character and *BIOGRAPHY*," and "Civics and *BIOGRAPHY*." The different activities require a range of class time, from two hours for "Character and *BIOGRAPHY*" to the long range commitment of "Taking a Stand with *BIOGRAPHY*."

## A brief description of the activities

In "Working with *BIOGRAPHY*", kids can learn how to write a resume based on an individual featured in our *BIOGRAPHY* programming. They will be developing research and note-taking skills, learning the substance of an individual's accomplishment, and acquiring the practical knowledge that will help them in future career development. They can also develop the essential manners required for successful job interviews. Many young people need instruction on simple but important presentation skills such as a firm handshake, eye contact, and a polite demeanor.

"Taking a Stand with *BIOGRAPHY*," another part of *BIOGRAPHY: EXPERIENCE IT!*, focuses on teaching public speaking, research, and composition skills. Through books and video, students study the life of, for example, FDR, Jackie Robinson, or Susan B. Anthony, and present the life and accomplishments of that person in an oral presentation. The ability to gather and present information in a clear, concise, and effective manner is the basis of good communication and an important goal in education.

Learning about yourself, the characteristics of successful people, and specific leadership skills are part of the "Character and *BIOGRAPHY*" activity, another aspect of *BIOGRAPHY: EXPERIENCE IT!* for students. As part of a course in personal development, or as a mini-course that stands alone, this short activity helps kids think about what personality traits make a person successful, from Thomas Edison (persistence, expertise) to Rosa Parks (courage).

# introduction & description

Using highlights from some of our best *BIOGRAPHY* programming, A&E Network has produced a unique video that links teachers, students, and civic leaders in a special "Civics and *BIOGRAPHY*" project. Civics is an important part of the curriculum, but too easily it can become a dry topic presented in a dull textbook. "Civics and *BIOGRAPHY*" breathes new life into a traditional subject. Many young people lack an understanding of the important role local civic leaders play in their day-to-day lives. They are unaware of the responsibilities and privileges of citizenship within their own communities. "Civics and *BIOGRAPHY*" changes that, by providing a study guide and suggestions for teachers to use. It also helps link them with their mayor's office, inviting a local government representative to meet face-to-face with their classes, to discuss the important role of municipal government and answer any questions young people might have. A special short video from the producers of *BIOGRAPHY* illustrates the roles of the individual citizen and civic leaders in our communities.

# working with *BIOGRAPHY*®

This enrichment activity is designed to help students develop some of the basic skills they need when they are looking for a job, from baby-sitting to working at a newspaper. While most eighth-graders are not currently conducting formal business interviews, the more familiar they are with this information now, the more it can help them at a later date. These are the same skills needed by adults when they are looking for a job. "Working with *BIOGRAPHY*™ teaches students how to write a resume, and how to introduce oneself in an interview.

**Curriculum Links:**
By using the lives of historic figures as models for resume writing, students learn history, social studies, and critical thinking as well as the process of writing a resume. If possible, students could do part of this project in coordination with a computer or keyboarding class. The use of a word processor is encouraged but not required.

**Skills:**
Research, organization, presentation, keyboarding (when feasible).

**Students completing this project are entitled to receive a *BIOGRAPHY: EXPERIENCE IT!* certificate for their file.**

## Writing a Resume

To introduce this project, ask your students what they might need to get a job in the future.

**Remind them that the most important thing a person can bring to job-hunting is a good education.** Some of the answers you might hear are: "Luck," "Contacts," as well as "Training," and "College Degree." All of these are correct answers. Have your class imagine that they own a small printing company. They need to hire one person to help with sales. Many people call on the phone or drop by at the company to apply for the job. How does the employer learn about a job candidate? Introduce the idea of a resume, a short outline of a person's life and abilities. Make sure your students understand that resume is pronounced "re-zoom-ay" because it is a French word meaning summation or general overview. (Another name for a resume is a "curriculum vitae," which is Latin for "running of life," or loosely translated, "the highway of a life." Curriculum vitae is often abbreviated to "c.v." Generally, a c.v. is more lengthy than a one page resume, but some people use the words interchangeably.) Very few people ever get a job just by sending in a resume with an introductory letter to a company. But writing a resume and sending one with a letter to a prospective employer is often the first step toward being hired.

Ask your students what they think should go into a resume. (Name, address, phone number, job experience, education, brief personal information, and references are found on most resumes.) Because a resume is a brief description, it emphasizes the most important aspects of a person's professional and/or educational experience. How does a resume help someone

quickly learn about a person? Using an example included at the end of this section, go over the format with your students. Note that the information is organized in reverse chronological order.

**Assignment:**

## Creating a Research Resume

It's difficult to write your own resume when you are a teenager. One way to practice is by writing the resume of a famous person. Using the list at the back of this manual, have your students choose an individual to study. A student may use a *BIOGRAPHY* video as a source, as well as books, articles, online information, and other sources.

A sample research resume for Eleanor Roosevelt is included at the back of this section and may be photocopied for your students' use. Going over some basic guidelines for resume-writing will help them get started. A good resume should be factual, brief, and informative. Make sure your class understands these criteria.

Review the concept of "action verbs" with your students that help breathe more life into a resume. Point out the use of "action verbs" in the sample, which helps make a more effective presentation. Verbs they might include in this project include: achieved, attained, advised, built, composed, created, designed, developed, directed, established, improved, increased, integrated, managed, organized, performed, restored, solved, taught, wrote.

Keep a record of what individual each student is studying. Ask for a source list to be handed in two days before the project is due. Ideally, if your students have adequate access to a computer or word processor, the resume should be printed up rather than hand written. Or you may incorporate this with a keyboarding class taught in your school. The actual research and writing of a resume, however, is much more important at this stage than the presentation, especially if computer access is limited for your students.

**Suggested Length of Time:**
5 days

**Follow Up:**
Have your students present the resumes they created in class. You may hang the resumes on a bulletin board or in the hallway next to your classroom.

**Student Resume Activity:**
Now that your students have completed writing a resume, they should write one for themselves. Naturally, it will read differently than the resume of someone like Colin Powell or Eleanor Roosevelt. However, it should follow the same basic guidelines by being brief, factual, informative, and by using action verbs. An effective resume should also be positive. If a student has won an award, received special recognition for an activity, or been elected to student government, this should appear on the resume. But no one should exaggerate his or her accomplishments. Explain to the students that they may use their own resume when they are looking for a summer job, even if it's walking the dog for a neighbor. Or, they may use it when they volunteer to help in a community project. Resumes help any employer understand who is working for them, where a person can be reached in an emergency, and what special abilities he or she brings to a position.

Referring to the sample resume for a tenth grader looking for a summer job, students should note the importance of volunteer experience in building a good resume as a young person. Also, students should check to make sure the people they list as references can oblige, especially if they plan to use the resume in the future, outside of class.

One of the goals of this exercise is to encourage students to think about what will go on their resume in the future.

**Assignment:**

**Write your own resume**

**Suggested Length of Time:**
3 days

**Follow Up:**
Evaluate the resumes as soon as possible. Include comments as well as a letter grade. You may want to encourage students to incorporate your corrections on a second draft. Keep a copy of the students' resumes for their portfolios or files. Encourage them to keep copies for their own use.

## Introducing yourself

Many young people are growing up today without learning a basic skill – how to introduce themselves. It's one thing to meet a new classmate and say, "Hi!" or "How you doing?" with a casual wave or smile. It's another to be introduced to the new principal, or a prospective employer, or even the mayor of your city. The ability to look someone in the eye in a friendly way, give a firm handshake, and clearly introduce oneself does not just occur out of the blue with no training. Traditionally, parents were supposed to teach their children how to do this, but many kids no longer get this information at home. This is not the easiest thing to teach to a group of adolescents, however. Make sure that your students understand that this is an important skill. Take it seriously and your class will, too.

**Suggestions:**
Introduce the British proverb, "First impressions make lasting ones." What does this mean? What does it mean to say that someone has "poise"?

Although we are taught that, "You can't judge a book by its cover," some of our strongest impressions about people are created at the time we first meet them. This is not always fair, but it is reality. Discuss this with your class. (Adolescents are particularly concerned with the type of impression they make, especially on their peers.)

Tell your class that everyone needs to know how to introduce themselves. It's important in life to know how to shake hands appropriately, how to look someone in the eye, and how to say one's name clearly.

It's more than good manners. It shows respect to the other person while demonstrating one's own poise.

**Hints for your students:**

- Shaking hands requires a firm grip, that neither crushes the recipient's fingers nor feels like a limp rag.
- Eye contact should not be a swift glance at the person's face, but should engage the eyes of the recipient.
- A friendly smile is necessary as well.
- When enunciating one's name, be sure to speak clearly and not too fast. Pause for a second between the first and last names. Too many young people elide their names, so that Inez Sanchez sounds like "Inezanchez" and "Matt O'Connell" sounds like "Mattoconnell."
- Ask for a class member to come to the front of the class. Have him or her shake your hand and say, "How do you do, Ms./Mrs./Mr. (your name) I'm (student's name)." You should respond appropriately with " How do you do, (name). It is nice to meet you" or "How do you do (name). How are you today?" You and your volunteer can also say "Hello" instead of, "How do you do?", depending on your inclination.

- You may choose to use a little role-playing for this exercise. Invite two volunteers in front of the class. One should pretend to be the mayor. The other should pretend to be a person introducing him or herself.
- The first time, the student should be too casual with the "mayor." Just a wave, no eye-contact, and a "What's happening?" or "Hi!" What is wrong with this approach? How will the "mayor" remember this individual?
- The second time, the student should pretend to be really nervous, say his or her name too fast, and not repeat the "mayor's" name. What sort of impression does this make?
- The third time, have the student follow the guidelines you've suggested. Point out to the class that a polite introduction is more than good manners. It re-enforces your name in a person's memory, and conveys a positive impression of a responsible, honest individual.
- Students should practice this skill in class, if they can do so without getting too silly.
- Encourage your students to practice this at home and in their community.

**Follow Up:**
Inform your class that they will be practicing this lesson the following day. Arrange for your school's principal to arrive toward the end of the period. On the way out the door, each student should shake the hand of the principal and introduce him or herself.

**Extra Credit:**
A fun group research project is learning how people in different cultures introduce themselves. What is good manners in one country may be considered rude in another country. Some cultures have different rules for women and girls than they have for men and boys. In some countries, eye contact is considered aggressive. Ask your students to tell the class about their findings.

## Sample Resume for Research Activity

**Eleanor Roosevelt**
**Valkill Cottage**
**Hyde Park, New York**
**(1884-1962)**

**Professional Experience:**

**1960-1962:**
Chairwoman, US Commission on the Status of Women.

**1945-1952:**
U.S. Delegate, United Nations. Chaired Committee on Human Rights, Guided passage of "Universal Declaration of Human Rights," 1947, upholding the rights of people around the world to basic freedoms.

**1932-1945:**
First Lady of the United States, Diplomat, Social Activist, Author. Civil Rights activist, promoted equal rights in the armed forces during World War II. Flew with the all-black Tuskegee Airmen Corps, demonstrating the competency of black pilots. Supported the cause of black performing artists, such as Marion Anderson, for equal access to concert halls. Worked for social justice on behalf of American poor, especially in Appalachia. Traveled extensively as personal representative of Franklin D. Roosevelt, President of the United States, whose travel was limited by his polio. Met with international statesmen as informal representative of the United States. Wrote "My Day," a syndicated series of newspaper articles.

**1920-1932:**
Organized women's political activity for the Democratic party. Established legislative program for Women's League of Voters. Active in teaching and labor movements, especially involving women.

**1917-1919:**
Volunteer, military hospitals, Washington, D.C., during World War I.

**Education:**
Allenswood School
London, Great Britain
1902

**Personal:**
Widowed, six children.

**References:**
John F. Kennedy, President of the United States
The White House
1600 Pennsylvania Avenue
Washington, D.C.

Adlai Stevenson
U.S. Delegate to the United Nations
Waldorf Towers
New York City, NY

## Sample Resume for Students

**Lucy Harper**
**235 Maple St., Apt 7F**
**Huntington, New York 11743**
**516-549-8881**

**OBJECTIVE:**
Summer position in catering or cooking service.

**EXPERIENCE:**
**1996 (summer):**
Part-time Sales Assistant, South Street Gourmet Shop. Helped process orders for catering and sold prepared food items to customers.

**1995-1997:**
Worked as a waitress for volunteer community events, including Save the Children of Long Island's annual benefit party, Family Service League's Family Dinner, and St. John's Church monthly church suppers.

**1995:**
Volunteer assistant, Huntington Head Start Program.

**EDUCATION:**
Present: Huntington High School, Class of 1999. 1996: Attended after-school course at Huntington YMCA, entitled "Contemporary Cuisine."

**ACTIVITIES:**
1995-Present: Girl's Lacrosse Team (Junior Varsity)
1995-Present: Alto, High School Chorus

**INTERESTS:**
Cooking, science, sports, and art.

**REFERENCES:**
Mrs. Susan Lassen
Save the Children of Long Island
P.O. Box 36
Cold Spring Harbor, NY 11742

Mr. Dante Amato
South Street Gourmet Shop
366 South Street
Huntington, NY 11743

# taking a stand with *BIOGRAPHY*®

"Taking a Stand with *BIOGRAPHY*" focuses on public speaking, research, and composition skills. Through books, articles, and videos, students study the life of a famous individual, and give a 4 to 6 minute oral presentation on that person's life and accomplishments. This activity strengthens the students' ability to gather and present information in a clear, and concise manner, which is the basis of effective communication. And developing effective communication skills is an important goal of a good education.

Researching the life of an individual, writing an outline, a speech, and giving an oral presentation requires a long range time commitment on the part of a student. Evaluating a written speech and an oral presentation for every class member requires a lot from a teacher. Of all the projects in *BIOGRAPHY: EXPERIENCE IT!* this one is the most demanding. However, teachers who have used this project in their school have found it so rewarding for their students that they have incorporated it into their curriculum permanently.

*Working with a team of teachers to evaluate the students' oral presentation helps make this project more manageable for teachers and informative for students.*

As part of the final evaluation, the top three to five students chosen by their teachers for outstanding presentations may give their speech to the mayor of your city, or representatives from your mayor's office.

The selected finalists will each receive a special award from A&E and your mayor's office. All students who successfully complete the project will receive a certificate of participation from A&E and the U.S. Conference of Mayors.

The following project is designed for students giving a presentation about a fascinating individual. Some classes have enjoyed giving the presentation in the first person, acting in the role of the individuals they've studied. Very minimal props or costumes are necessary for this approach, which can be a lot of fun for everyone involved.

**Recommendation:**
*Getting Started in Public Speaking*, by James Payne and Diana Prentice Carlin (National Textbook Company, Lincolnwood, IL), is a great handbook for this project.

**Curriculum Links:**
History, performing arts, speech, social studies, critical thinking, and language arts. This project works very well as an interdisciplinary effort.

**Skills:**
Research, note taking, writing, oral presentations, communications

**Suggested Length of Time:**
4 weeks

**Introducing the Project:**
Why is public speaking important? Have your class look at different situations. How does it help at school? What about in a business environment? Community and political involvement? Some people avoid public speaking because it frightens

them. Many adults are scared by the idea of speaking in public. They avoid the opportunity of expressing their opinion, even if they are an expert on the subject. People who can stand up in front of a group of people and present information in an organized way have a strong advantage in our world, from a high school to the White House. The best way to become comfortable speaking in public is to practice. A lot.

**Assignment:**
Each student should choose an individual to research. A three to four page paper (font 12) is required as the basis for a 4-6 minute oral presentation. A list of suggested names, which coincide with *BIOGRAPHY* videos, is provided at the back of this manual. Students may study individuals who are not on this list.

**Research:**
Using a variety of sources – books, articles, online materials, videos – students should research the life of the individual they have chosen, and take notes on their findings. The use of note cards, where the student writes the source, page number, and information or quote, is very helpful. That way, when the students begin writing their outline, they can use their note cards as bases for topics. (Encourage the use of primary sources where possible. Quotes by the person a student is studying help breathe life into a presentation.) Handing out photocopies of model bibliography formats is very helpful for students. It is suggested that you follow the format used in your district's high schools. Point out the special punctuation required. Have your students submit bibliographies for your review. Although an encyclopedia is a good starting point, other sources should be required.

**Getting Focused:**
When the students have finished their research, they should write one sentence about the purpose of their speech. About whom have they chosen to write? One example might be, "The purpose of this speech is to inform the class about the impact Eleanor Roosevelt had on civil rights." By writing out the purpose of their presentation, students can focus their ideas before they begin an outline.

**Outlines:**
A good paper or speech has three main parts – the introduction, the body, and the conclusion. The introduction presents the topic or purpose, the body provides the information, and the conclusion summarizes the main ideas of the presentation. Many speakers develop the outline of the body first. It helps them focus their material in an organized way. The introduction and conclusion become easier to write when the body of the speech is "under control."

Since the students will be studying the lives of different individuals, it makes sense to organize their material in **chronological order.** (Other types of informational speeches, such as a talk about the world wide web today, might be organized topically rather than chronologically.)

Each student should prepare an outline of their speech, based on their research. If necessary, review the process of outlining with your class. Writing the outline is something you may assign as homework or as work during class time.

**Transitions:**
Once the students have finished their outlines, they should work on transitions. A transition is the sentence or sentences that lead from one section into the next. It indicates where the speaker's thoughts are going. So another way of describing a transition is a "directional signal." It says to the listener or reader, "I've been driving on one lane on this highway. Now I'm moving into

another lane." A good transition, or signal, keeps a listener informed about the direction of the speech in a smooth, comprehensible way.

See the sample outline at the end of this section. You may photocopy this for your class members as a model. Notice how transitions have been placed in between each topic. Getting students to add transitions to their outlines assists the writing process, especially with class members who find writing a challenge. It is recommended that students write their transitions during class time. They may sit in small groups and work together, if that suits you. (Often, students will modify their transitions when they create their final copy. That's fine.)

Once the students have completed their outlines and transitions, they should compose introductions and conclusions.

**Introduction:**
There are four major points in an effective introduction for this project. You may wish to write these on the board so that your students can see them and discuss them with you.

**1. Introduce the subject matter.**

**2. Get the audience's attention.**

**3. Present the thesis of the paper.**

**4. Forecast the important points to be covered.**

*That's a lot of information to convey in a short time.*

Help your class brainstorm about what makes a good introduction. Is it more effective to announce, "This paper is about Frederick Douglass." Or to begin, "Born a slave, Frederick Douglass devoted his life to fighting injustice?" Students should try to "hook" their audience with an introductory sentence that grabs their interest. Although "Taking a Stand..." focuses on informational speech rather than persuasive speech, it is still important to include a thesis, or theme, for each presentation. For example, a student studying Douglass might continue, "His courage and his commitment to the battle for racial equality made him one of the most influential leaders in nineteenth-century America." A "forecast" should follow the thesis, pointing out the direction of the speech for the audience. "By examining Douglass's leadership as an abolitionist and his role in creating the first black regiments during the Civil War, we can learn how one private individual shaped our history." This indicates what aspects of Douglass's life the student will cover in the speech.

**Conclusion:**
A good speech ends with a strong conclusion. It doesn't just run out of material, or say, "That is the end." A conclusion has three objectives:

**1. Informs the audience that the speaker is reaching the close of the speech.**

**2. Reinforces the main points of the speech.**

**3. Ends with an idea to remember.**

Good speakers tie their conclusion back to the introduction. Rephrasing the thesis is one way to do this. For example, a student might write, "Many people, black and white, struggled for racial equality in ante-bellum America. Thousands gave their lives for this cause. But Frederick Douglass, through his fight against slavery and his perseverance on behalf of black soldiers, demonstrated how one individual can have an enormous impact on society. Although he lived in the nineteenth century, Douglass remains a role model for all of us as we venture into the next millennium." This refers back to the sample introduction and leaves the audience with a strong image at the end of the talk.

**Writing the Body of the Speech:**
By now your students should have an introduction, an outline with transitions, and a conclusion. It's time to start on writing the body of the speech. Just like an outline, the composition should move from the general idea to the specific example. Ask your class to give examples of general ideas. Then ask for specific information. Underscore the importance of specific information in any type of presentation. This should follow naturally if your students have created well-organized outlines. Their papers should be 3 to 4 pages long, in 12 point font.

Your class should write their manuscripts on computers if access is possible. This will give them a chance to make revisions as necessary. (Ultimately, it also enables them to increase the font size for their speech, so that it is easier to read in public.)

Remind your class to use "action verbs" in their writing. See if the students can list 25 action verbs during class time, on the board. You also might introduce using a thesaurus to expand their vocabulary. Professional writers and speakers employ a thesaurus to help them pinpoint the exact word for which they are searching. Perhaps you can borrow one from your school library for students to refer to while they are writing during class time, if you don't have one in your class permanently. At the end of this section, you will find a list of editing suggestions that you may photocopy for your students. Each class member should go over this list before they begin to write, and again when they have finished, as part of a self-editing process. Later, this list can be used for peer review of the manuscript.

**From First Draft to Final Draft:**
For this project, a first draft should give your students a chance to perfect their work for a final copy. Each manuscript should be typed on a computer/word processor if at all possible. The final draft should incorporate the suggestions you have made on the first copy. There should be a simple title page, numbered pages, and an attached bibliography. The process for students includes the following steps:

1. **Students should review the writing suggestions you have handed out and discussed.**
2. **Students should use their outlines, introductions, transitions, and conclusions as basis for their work.**
3. **Students should practice reading their first draft aloud at home.**
4. **Students should carefully edit their own manuscripts.**
5. **Students should exchange their manuscripts with a classmate for "peer review." Comments should be recorded by the "reviewer."**
6. **After peer review is completed, manuscripts should be evaluated by teacher with comments and suggestions. A letter grade can be assigned each manuscript, with the understanding that a student, by following the teacher's advice, can improve his or her grade.**
7. **Incorporating suggestions, students should complete final draft.**

**From Writing to Speaking:**
Now that your students have a final paper completed, it's time to work on public speaking. And public speaking takes practice. In some ways, it's like learning a new sport. If you have never played basketball before, all the rules and the techniques can seem overwhelming. But eventually, with practice, it can become second nature. Public speaking is similar. At first it seems that there's a lot to remember – pitch, posture, eye contact, enunciation, volume, etc. With practice and concentration, a student can deliver a

speech fluently and effectively.

**Nerves:**
It is normal to be nervous before addressing a group of people. Even professional speakers can experience "butterflies" in their stomach, a sensation of dryness in their throat, or wobbly knees. Just because you are well-prepared doesn't mean that you won't be nervous. But it does mean that the audience won't notice. They'll be too busy listening to the speech.

**Vocal Delivery:**
Poor vocal delivery can sabotage a perfect manuscript. A voice is like an instrument that a speaker can control. The better the control, the better the speech. The following points should be discussed in class:

1. ***Appropriate volume:*** If the audience cannot hear a speaker clearly, the speech is lost. It is vital that a student speak loudly enough so that everyone in the room can hear. Students can also alter the volume to emphasize certain points, without shouting or whispering.

2. ***Speed:*** Sometimes when people are nervous, they speak very fast, making it hard to follow all their points. Speaking too quickly can also lead to skipping words or syllables, or stringing words together. Students should pace themselves carefully, without dragging out their presentation. An effective speaker will vary the rate of the speech, speaking slowly with emphasis at some points, and more quickly at other times. When in doubt, slow down. Pausing before making an important point can strengthen a point, and grab the audience's attention.

3. ***Pitch:*** The pitch, or inflection, we give to words contribute to their meaning. Think of the simple word, "you." Have your class give examples of how the meaning of the word, "you," changes with inflection. "You" can mean "you did it?," "you're chosen," or "you did it!" In public speaking, pitch is important for emphasis and in avoiding a monotonous style which can bore your audience.

4. ***Pronunciation and enunciation:*** Every word should be pronounced correctly in the speech. And every word should be clearly enunciated, not slurred together. Your class can practice "tongue-twisters" as a fun way to emphasize enunciation.

**Nonverbal Delivery:**
When teaching public speaking, there are certain nonverbal techniques that should be reinforced with your class. Nobody has to memorize their speech to use these suggestions. However, students should know their papers so well that they can look at the audience regularly during their presentations. Below are some suggestions for effective nonverbal delivery.

1. ***Posture and stance:*** Good posture is important. Giving a speech is different than appearing on an afternoon talk show, where the host strolls around and the guests lounge in chairs. Standing in an upright position is important. On the other hand, a speaker should not stand like a frozen robot. Do not stand with feet exactly parallel and close together – it's too easy to rock or sway when you are in that position. Feet firmly planted, slightly apart, allows small natural movements. (But no pacing, please.)

2. ***Eye contact:*** Making eye contact with different people in the audience during the speech is part of effective communication. The speaker should not stare out into space in one direction, because it seems like he or she is ignoring the people in the room. Neither should a student be glued, head down, to the speech on paper.

3. ***Facial expressions:*** Faces communicate more

than many people recognize. Looking bored or too casual during a presentation says to the audience, "This really isn't very interesting."

4. ***Gestures:*** What about hand movements? Many beginning speakers grasp the sides of a podium, or grip their paper tightly. But in normal conversation, most people use hand gestures to help them communicate. It is very difficult, for example, to describe a spiral staircase without using your hands. Incorporating natural gestures into a speech creates a visual connection with the audience and helps the speaker feel more relaxed.

5. ***Appearance:*** It is not necessary to be formally dressed when presenting a speech in school. Clothing should be neat, clean, and show respect for the audience. Elaborate clothes or jangling jewelry is distracting, not only for the audience, but for the speaker as well.

6. ***Practice, practice, practice!:*** Students should practice their speech in front of the mirror at home, in front of family members, and in front of classmates, for their comments on delivery techniques. Using a video camera to tape at least some of the class can help everyone learn.

**The Audience:**

Before the final presentations begin in front of the class, you should go over the role of the audience. Every listener should demonstrate respect for the speaker, by sitting quietly and paying attention. An active listener concentrates on what the speaker is saying, takes notes when appropriate, and thinks about the information being presented. Disrupting the class during a presentation is self-centered and thoughtless—especially since the rude individual might be speaking in front of the class the following day.

**Scheduling the Presentations:**

Finally, your class is ready. All of the students have practiced their speeches aloud, not just in their heads. They understand about verbal and nonverbal delivery. And they feel confident about their subject. Now it's time for the presentations—and for evaluations. The speeches should take between four and six minutes. You may want to schedule the speeches so that three students give their presentations during each class time, over a week and a half. If this project has been part of a social studies and language arts interdisciplinary course, you might be able to schedule more speeches during one week. In general, it may be problematic to fill the entire class time with presentations. Use your best judgment for this.

**Evaluations:**

At the end of this section is an evaluation form, taken from *Getting Started in Public Speaking*, by James Payne and Diana Payne Carlin. You may photocopy the form to evaluate a speech, or use it as a basis for your own evaluation. Using a separate piece of paper for each speaker, class members (the audience) should write the name of the speaker, the topic, and give one specific comment about something they liked about the presentation, with their signature. Each speaker should also turn in a completed outline and a double-spaced copy of their final draft, for your evaluation.

**Certificates and Awards:**

Every student who completes the project is entitled to receive a certificate from A&E and the U.S. Conference of Mayors. Three to five students who have written outstanding papers and presented excellent speeches are entitled to receive a special award from A&E and their participating mayor's office. The mayor or a representative should be invited to the school to hear these outstanding speeches, and may hand out the awards and the certificates to the students.

## Sample outline with introduction, transitions, and conclusion

**Kareem Abdul-Jabbar**

I. Introduction

Picture a 7 foot 2 inch center standing right by the boards, ready to grab the rebound, run down the basketball court and complete the amazing Sky-Hook. The player magically leaps into the air, his hand fully extended, his wrist flicks, the ball floats towards the rim. The net flies up, up, up, and he scores. The crowd goes wild with excitement. Pat Riley quotes, "The Jabbar Sky-Hook is probably the most awesome weapon in the history of basketball." **This is one of the reasons why Kareem Abdul-Jabbar is ranked as one of the best players in the Hall of Fame.** (Thesis)

*Transition: This is one of the reasons why Kareem Abdul-Jabbar is ranked as one of the best players in the Hall of Fame.*

II. Childhood
- A. Parents
- B. Names
- C. Religious names

*Transition: In eighth grade, sporting a height of 6'10", he made his first dunk and was already an excellent basketball player.*

III. Basketball/school
- A. Height
- B. Basketball
- C. College

*Transition: When Kareem finished his college career he had an average of 29 points per game, 15.5 rebounds per game, and a shooting average percentage of 68.*

IV. Religion
- A. Wife
- B. Religion

**Sample outline with introduction, transitions, and conclusion (continued)**

*Transition: Thus far Kareem Abdul-Jabbar's early life, schooling, and religious beliefs have been revealed. However, the most important, and perhaps most exciting aspect of this athlete was his professional career.*

V. Career
- A. Achievements
- B. 1973 playoffs
- C. 1969-70 N.B.A. draft
- D. Jobs
- E. Sky-hook
- F. Retirement

*Transition: He was one of the tallest players in the N.B.A., to his advantage.*

VI. Conclusion

Even though Kareem Abdul-Jabbar has retired, his career continues to have an impact on basketball's history. Today people such as Hakeem Olajuwan and Shaquille O'Neal try to execute the Sky-Hook shot. It seems likely that no one will master the Sky-Hook shot as Kareem did. He remains as one of the all-time basketball greats – a superb athlete and an outstanding human being.

## Double check your writing

Before you hand in an outline or a manuscript, double check what you've written by following these reminders.

- **All sentences begin with capital letters.**
- **All sentences have correct ending punctuation.**
- **All sentences are complete.**
- **All paragraphs are indented.**
- **Commas are used in compound sentences, and for the listing of items in a series.**
- **All quotation marks are used correctly.**
- **Spelling is accurate.**
- **Apostrophes are used correctly.**
- **All verb tenses are correct.**
- **Subjects and predicates agree.**
- **Pronouns reflect the nouns they replace.**
- **Proper nouns are capitalized.**
- **Colons and semi-colons are used correctly.**
- **Parentheses are used correctly.**
- **Dashes are used correctly.**

Signature: _____

## Suggestions for writing and peer review.

**Name of Writer:** _____

**Name of Reviewer:** _____

**If you are writing a paper, use this checklist to help with self-editing.**

**If you are reviewing a peer's work, use this to make suggestions for improvement. Remember to be specific. Share your responses with the writer.**

What is the writer's purpose? Is it clear?

Does the introduction make you want to keep reading? Why or why not?

Does the information move from general statements to specific examples?

Does the writer use action verbs and a variety of adjectives? What words might you suggest to improve the quality of writing?

Could the vocabulary be more specific? If so, where?

Does the writer use analogies, quotes, and/or statistics effectively?

Are the ideas presented in a logical order? Do the transitions between major points flow smoothly?

Does the paper need to be reduced or increased in length?

Does the conclusion tie back to the introduction?

What do you like best about the paper?

## TEACHER'S EVALUATION FORM

**Evaluator:** _____

### Informative Speech

**Student Speaker's Name:** _____

Instructions: Each category will be reacted on a scale of 1 – 5: 1-poor, 2-fair, 3-good, 4-very good, 5-excellent. Within each category, individual requirements are to be rated with a + or - .

**I. Specific Assignments Criteria:** **1 2 3 4 5**

_____ Speech met the 4–6 minute time limit.
_____ Speech met criteria for an informative speech.
_____ Speech was presented in outline form.
_____ Speech showed evidence of research.

**II. Analysis:** **1 2 3 4 5**

_____ Speech adhered to general and specific speech purposes.
_____ Speech was narrow enough to be fully developed and handled adequately in time allotted.
_____ Topic was appropriate for an informative speech.
_____ Topic was appropriate for the audience.

**III. Supporting Materials:** **1 2 3 4 5**

_____ Speech utilized sufficient clarifying materials (i.e., examples, illustrations, etc.).
_____ Speech utilized a variety of supporting materials.
_____ Sources were identified where necessary.

**IV. Introduction and Conclusion:** **1 2 3 4 5**

Introduction was properly developed:
_____ Gained audience attention and created interest.
_____ Oriented audience to the speech.
_____ Included a clear and precise thesis statement.
_____ Major ideas were forecast.

Conclusion was developed properly:
_____ Summarized the speech content.
_____ Provided a link back to introductory comments.
_____ Provided an idea for the audience to remember.

**V. Internal Organization:** **1 2 3 4 5**

_____ Organization of the speech (overall) was clear and easy to follow.
_____ Transitions provided necessary links between ideas.
_____ Speech utilized appropriate signposts and internal summaries.
_____ Organizational pattern was appropriate for topic and type of speech.

**VI. Delivery Techniques:** **1 2 3 4 5**

_____ Stance and posture were appropriate.
_____ Eye contact was appropriate.
_____ Facial expressions helped to convey/clarify ideas.
_____ Gestures added emphasis and description.

Vocal delivery was effective:
_____ Appropriate volume
_____ Conversational style
_____ Clear enunciation
_____ Vocal variety
_____ Appropriate rate
_____ Enthusiastic
_____ Used pauses correctly
_____ Fluent delivery

**VII. Word Use/Language:** **1 2 3 4 5**

_____ Language was direct and made the speaker's point clearly.
_____ Words were used appropriately.
_____ Grammar was appropriate.
_____ Word pronunciations were correct.
_____ Language was suitable for the audience.

**Total Score:** _____

**Comments and suggestions for improvement:**

This form is reprinted from Getting Started in Public Speaking by James Payne and Diana Prentice Carlin (National Textbook Company, Lincolnwood, IL, 1996) pp. 112-113 and used with permission.

# character and *BIOGRAPHY*®

Helping students to understand the characteristics of successful people, and to identify specific leadership skills are the focus of the "Character and *BIOGRAPHY*" enrichment activity. As part of a course in personal development, or as a minicourse that stands alone, this activity helps kids think about what personality traits make a person successful, from Thomas Edison (persistence, expertise) to Rosa Parks (courage). It also gives them a chance to think about their own abilities, and what characteristics they would like to develop for themselves.

**Curriculum links:**
Because the individuals that can be studied range from scientists to civil rights leaders, the interdisciplinary aspects of this activity are extensive and include social studies, science, government, history, language arts, and personal development.

**Skills:**
Research, note-taking, outlining, critical thinking, and verbalization.

**Students completing this project are entitled to receive a *BIOGRAPHY: EXPERIENCE IT!* certificate for their file.**

There are two ways of approaching this project. Suggestion One involves independent research on the part of each student. Suggestion Two uses groups or teams of students working together. Each student/group may choose or be assigned one individual to study.

To introduce this project, establish that your students are familiar with the concept of a biography and the idea of character. The following questions are suggested to guide your class discussion.

What do we learn by studying a biography? (the story of someone's life, when they lived, what they did, etc.) Why do we study a person's life? (because they are..., because we can learn about their accomplishments, because an individual's life can teach us about history, inspire us, etc.) What are some characteristics we find in an individual worth studying? You or a student may write the characteristics on the board. Create two columns for positive and negative attributes. Some words or phrases may be on both the positive and the negative side. For example, "strong leadership" could describe an evil genius like Hitler as well as a great abolitionist like Frederick Douglass.

## Suggestion One: Individual Project

Allow students to choose an individual they admire to study. They may use *BIOGRAPHY* productions, library resources, and/or online sources, if available. Names of suggested individuals are listed at the back of this manual. (In-depth research is not required – this depends on how much time you want your students to commit to this project.)

**Assignment:**
The students should research the life of the individual they have chosen, and write a short, one-page outline of the person's life and his or her

most important achievements. They should include a short bibliography or list of the sources they have consulted. During their research, the students should consider what characteristics or personality traits are essential attributes of the individual they have studied. What traits made the person successful?

**Suggested length of time:**
3 days

When the students have completed their research and outline, a classroom discussion should follow, centering on what they have learned. A work sheet is provided that may be photocopied for each student. The work sheet should be completed in class.

**Classroom discussion:**
Using the work sheet, make sure that the students understand what the characteristics mean. What is the difference between aptitude and proficiency? Although a brief definition is provided, the class should be able to provide their own definitions. What other character traits are important? Guide your students from a general discussion to specific examples from their research. When you feel that they are familiar with the terms, give them time to fill out the work sheet. Upon completion, have your students tell the class whom they studied and what characteristics were displayed by the person they chose. Remind them to be specific.

## Suggestion Two: Group Project

Divide the class into groups of two to four students. Each group should choose one individual to study together. Explain that they might not get their first choice, so they should have a second choice. Use the list at the back of this manual so that each group has access to a *BIOGRAPHY* video.

**Assignment:**
Working together, the group should research the life and accomplishments of the individual they have chosen. Each group is responsible for creating a poster about that individual. The poster might include a time line of the person's life, quotations by or about the person, and information about his or her greatest achievements. Illustrations will help make the poster more visually interesting and informative. Each group should attach a short bibliography or list of the sources they have consulted. During their research, the students should consider what characteristics or personality traits are essential attributes of the individual they have studied. What traits made the person successful?

**Suggested length of time:**
3 or 4 days

When the students have completed their research and poster, a classroom discussion should follow, centering on what they have learned. A work sheet is provided that may be photocopied for each student. The work sheet should be completed by groups in class.

**Student's Name:** _____

**Class:** _____

**Person Studied:** _____

**Date:** _____

Leaders in history, sports, science, government, and the arts tend to share certain personal characteristics. Use this worksheet to list examples of behavior illustrating each quality that pertains to the individual you studied. Not every characteristic will apply to "your" person. You may discover more than one example for each trait.

| **Characteristics** | **Behavior that illustrates characteristic** |
|---|---|
| **Perseverance** | (persistent belief in ones' goals; holding to a course of action without giving up) |
| **Industriousness** | (willingness to work hard) |
| **Proficiency** | (quality of being an expert or highly skilled in a specific field) |
| **Assertiveness** | (ability to express oneself forcefully) |
| **Ingenuity** | (inventive skill; imagination) |
| **Aptitude** | (natural talent, gift or tendency) |
| **Courage** | (daring; willingness to risk social disapproval) |
| **Persuasiveness** | (ability to communicate ideas effectively, bring people to agreement) |

## Discussion Questions:

Which characteristics contributed most to this person's success? What characteristics would you add to this list that played a significant role in this person's success? Which traits do you share with this famous person? Which qualities do you most admire in this person? In others? What characteristics do you think make up the personality of a successful person?

What about the personality of an "everyday" person – someone who is not famous? Being a successful person does not mean being a celebrity. How does someone's character effect their life? What characteristics would you like to develop in yourself?

# civics and *BIOGRAPHY*®

Many young people lack an understanding of the important role local civic leaders play in their day-to-day lives. They receive information about our federal and state governments through textbooks and news sources. Frequently, however, the value and impact of local government is overlooked. That's why A&E and the U.S. Conference of Mayors has developed a project entitled, "Civics and *BIOGRAPHY*," with suggestions for teachers and an original video for use in class. The mayor of your city or a representative from the mayor's office may be invited to participate at the end of the project. You should preview the video tape, "Civics, *BIOGRAPHY* and You," without your students, before presenting this project to your class.

**Curriculum Links:**
Social studies, urban history, civics, government, citizenship, language arts, graphic arts.

**Skills:**
Media literacy, verbalization, creative writing, design, budgeting.

**Suggested length of time:**
This project can be limited to two class periods. (If your students create posters, or write newspaper articles, more time should be allotted.)

**Introduction:**
Start with the word "civics." Does your class know what it means? What other words share the same origin (civil, civility, city, citizen, civilization)? How do those words relate to each other? Discuss the concept of citizenship. What are the privileges of citizenship in our country? What are the responsibilities? Have a class member write your students' responses on the board. Now ask about the role of the citizen in a city. How are the privileges and responsibilities similar? How do they differ?

Who is the mayor of your city? Make sure everyone in the class knows your mayor's name and how to spell it. Does he or she work with a city council, or does the mayor and council work with a city manager?

At the back of this section is a list of responsibilities of a mayor's office. Your city government may include more responsibilities, or fewer. (You may call city hall and ask which of these areas apply in your city. Ask for the mayor's press office.) You may photocopy this list as a handout for your class. See if they can give you a specific example of your city government's involvement in these areas.

Perhaps one of your city government's biggest responsibilities is setting the budget. Money from taxes, grants, and municipal bonds (where the city government is actually borrowing money from individual and institutional investors) is used to support the various areas of responsibilities.

**In class assignment:**
Photocopy the list of a mayor's responsibilities, located at the end of this section, and distribute to each student. Their job is to allocate funds for each area. Give them one million dollars as a pretend budget. How would they disperse the

funds? Your class can work in teams or individually. Give them 5-10 minutes to complete the task. Ask for volunteers to present their budgets. Why did they give more money to some areas than to others?

After completing the city "budgets," lead your students in a discussion to help them think about some of the issues mayors face. A mayor's job is challenging and complicated. Running a big city in the United States is like governing a small country in other parts of the world. Have your students think about what questions they would like to ask the mayor or a city hall representative when he or she visits your school. They may write out their questions or keep them to themselves.

Now introduce another angle. Every city has its own identity, with its own history and unique attributes. It has its own biography. More stories and information are being added to that biography every day. The mayor helps write the biography of your city. And so do the other individuals and groups of people who live there. What can young people do to help write the biography of their city in a positive way? Again, students should think about their answers.

Ideally, arrangements should be made to have the mayor or a city hall representative visit your school. Your cable company representative should be invited to attend at this event. Your class and other participating classes should screen the "Civics, *BIOGRAPHY* and You" video with the mayor. The students should direct questions to the mayor about governing the city. They should also be able to respond to the question, "What can I do to contribute to the city I live in?"

**Students completing this project are entitled to receive a *BIOGRAPHY: EXPERIENCE IT!* certificate for their file.**

## Extra Credit

1. Students may create posters about their city. Posters can advertise special landmarks, museums, or a unique part of the city's identity. Posters can also encourage voting people to get involved in their city, through recycling, gardening, arts, or other projects.
2. Students may write newspaper articles or charts about their city. What makes their city special? What is the history of their city? Or they may write a short biography of an important person in your city's history or current life.

## Mayor's Responsibilities

**Please note: The responsibilities of different mayors vary from one city to the next.**

Police
Fire
Streets/traffic
Sanitation
Cable T.V. franchises
Schools
Health care and emergency medical services
Employment training
Arts
Parks and recreation
Urban development and preservation

Other

Biography®
EXPERIENCE IT!

## What People are saying

"Without quality public schools, cities can't expect to attract, or keep, the stable families that produce stable communities. This A&E initiative will help mayors help their schools. The A&E materials will help students understand their cities, their career opportunities, and their potential."

***Richard Daley,***
*Mayor of Chicago*
*President of the U. S. Conference of Mayors.*

"Time Warner Cable has a long-standing commitment to enhancing educational opportunities. *BIOGRAPHY: EXPERIENCE IT!* is a great example of the exciting materials we bring to schools in our cities to augment their classroom studies."

***Lynn Yaeger,***
*Senior Vice President, Corporate Affairs*
*Time Warner Cable.*

"*BIOGRAPHY* programming has really helped spark the interest and enthusiasm of my students."

***Kathy Bruni,***
*Teacher,*
*Butler Junior High School, Oak Brook, IL.*

"Programs like *BIOGRAPHY: EXPERIENCE IT!* recognize the importance of providing our young people with the best possible education – for each student's future and the future of our country."

***Marc Morial,***
*Mayor of New Orleans.*

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Biography®
EXPERIENCE IT!

## BIOGRAPHY: EXPERIENCE IT! Video List

Arnold Schwarzenegger
Bill Clinton
Babe Ruth
Charles Dickens
Colin Powell
Donald Trump
Dr. Martin Luther King, Jr.
Eleanor Roosevelt
Evita
Gloria Steinem
Hillary Rodham Clinton
Jackie Robinson
Kellogg Brothers
Malcolm X
Marconi
Pocahontas
Susan B. Anthony
William Shakespeare
Thomas Edison
Ben Franklin
Andrew Jackson
Alexander Graham Bell
Teddy Roosevelt
Houdini
Jackie Kennedy
Fidel Castro
Rosa Parks

# looking for something new to do with your students?

- The "Fast Lane" Spider-Man Media Literacy Comic Book Series
  www.marvel.com/fastlane/poster.html
- The "Straight Scoop News Bureau: for student journalists, teachers, and advisors"
  www.straightscoop.org
- "Straight Scoop" Road Tour Documentary
  www.straightscoop.org
- "Straight Scoop" Journalism Contest
  www.straightscoop.org
- "Freevibe.com" Teachers' Guide for use with the "Freevibe" Web Site
  www.theschoolzone.org/guide
- "Anti-Drug Education with The New York Times" Educator's Guide
  www.nytimes.com/learning
- National FFA Organization Youth Public Service Announcement (PSA) Contest
  www.ffa.org

For information and links for all of these programs and more ...
www.mediacampaign.org

***Sponsored by the White House Office of National Drug Control Policy and the National Youth Anti-Drug Media Campaign***

For a list of more than 400 Biography® titles available for purchase and use in school study guides, A&E Classroom calendars and program descriptions, visit us online at **Biography.com**.

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